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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Title** | **All About Me** | **Special Times** | **Colours and Patterns** | **Growing Things** | **Animal Friends** | **Journeys** |
| Starting points for learning.  (to be added to by children’s interests and ideas) | What do I look like? We are all different and we are all the same in some ways.  Who lives in my house? / Other family members.  My favourite toys / colours / TV / food.  My class / teachers / where does everything belong? | Remembering special times in our lives. Birthdays / birth of siblings / weddings / parties for family birthdays etc.  Looking at photos from past experiences.  Divali – how do people celebrate?  Christmas – How do people celebrate? | Naming / sorting / matching colours.  Using and choosing colours.  Colour mixing.  Looking closely at patterns / animal prints / checks / stripes.  Repeating patterns / designing patterns etc. | What do you find in the forest?  Looking closely at leaves / trees / using natural materials  Nature trails / treasure hunts outdoors.  Naming trees / birds / small forest animals.  Looking after the environment.  Forest .v. town | Familiar animals / pets / farm animals.  How are animals our friends? (Being company for us / providing milk / wool / meat etc.  Looking after animals / what is the role of the vet? | Where can we travel to? How would we get there?  Naming transport  Land / sea / air  How could you travel into space?  Can you design your own transport?  Transport models.  Holidays and day trips to the seaside. |
| Celebrations / Traditions | Harvest Festival  Black History Month | Bonfire Night  Diwali  Remembrance Day  Christmas | Chinese New Year  World Book Day  Mother’s Day  Pancake Day | Easter | Earth Day | Father’s Day |
| Experiences | Exploring the school site. Nature area, Library, Hall | Class Party  Nativity | Stripes and Spots Day. | Nature area visits  Planting in the Garden | The Butterfly Garden – Observing the lifecycle of a butterfly | Sports Day |
| Physical Development | **Development Matters 2021**  Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence. | | | | | |
| Fine motor  *Continually check the progress of children’s ability to grasp using thumb and forefinger and children’s finger strength and manipulation.* | Threading various sized beads onto strings.  Turning book pages  Control crayons and apply pressure to make marks. Rolls, pounds, squeezes dough. | Using one hand consistently for most activities.  Paints using wrist action.  Copies circles with crayons.  Creates dots with mark making tools. | Snips with scissors with one handed grip.  Building towers with small balancing blocks.  Use glue spreaders with some control.  Copies pre writing patterns with control. | Holding pencils / crayons with a three fingered grip.  Copying circles and crosses.  Begin to form recognisable letters.  Use non dominant hand to assist and stabilize materials. | Dress and undress independently – some control of zips, buttons, poppers etc.  Begin to cut along a line.  Opening straw packets and place straws into cartons.  Copying letters from own name. | Begin use mark making tools to represent objects with some recognisable elements.  Write own name without copying.  Use (or pretend to use) simple tools with control. |

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| Gross motor | Use large-muscle movements to wave flags and streamers, paint and make marks.  Move bodies in different ways. | Negotiate space successfully without bumping into obstacles.  Walk, run, jog, crawl, roll etc. | Ride (scooters, trikes and bikes).  Climbing – pulling up onto equipment.  Swinging on bars.  Crawling through tunnel.  Develop movement, balancing | Skip, hop, stand on one leg and hold a pose for a game like musical statues. | Start taking part in some group activities which they make up for themselves, or in teams. | Balls skills – kicking, throwing catching racquet skills.  Scoring games.  Aiming at a target.  *Ball skills* |
| PSED | **Development Matters 2021**  Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. | | | | | |
| **Being me in my World**  Self-identity  Understanding feelings  Being in a classroom  Being gentle  Rights and responsibilities. | **Celebrating difference**  Identifying talents  Being special  Families, where we live.  Making friends  Standing up for yourself | **Dreams and Goals**  Challenges, Perseverance,  Goal setting,  Overcoming obstacles, seeking help, jobs, Achieving goals | **Healthy me**  Exercising bodies  Physical activity  Healthy food  Sleep  Keeping clean  Safety | **Relationships**  Family life  Friendships  Breaking friendships  Falling out  Dealing with bullying  Being a good friend | **Changing me**  Bodies  Respecting my body  Growing up  Growth and change  Fun and fears  Celebrations |
| Communication and Language | **Development Matters 2021**  The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. | | | | | |
| Listening | Listen carefully for short times without being distracted. | Listen to longer stories without being distracted. | Remember what they have heard in stories or from others talking. | Pay attention to more than thing at a time | Understand a question that has two parts. | Understand “why” questions. |
| Speaking | Use a widening range of vocabulary appropriate to the theme / activity. | Sing a large repertoire of songs  Know many rhymes | Talk about familiar books or events or what they have observed.  Retell a story. | Use talk to organise themselves and / or others.  Using connectives in speech. | Use longer sentence of four to six words.  Conduct a conversation with lots of turn taking. | Use multi-syllabic words.  Express a point of view and debate with others |
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| Literacy  Focus Texts  RML  Language of Story  Phonics  Comprehension  Writing | **Development Matters 2021**  It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing | | | | | |
| Harry and the Dinosaurs go to school  *Ian Whybrow*  Guess how much I love you? *Sam McBratney*  Funny Bones  Meg and Mog | Kipper’s Birthday  *Mick Inkpen*  Is it Christmas yet?  *Jane Chapman*  Lots of Lights  *Kavita Sahai* | Elmer  *David McKee*  Brown Bear Brown Bear *Bill Martin*  Red Rockets and Rainbow Jelly  *Sue Heap*  My Mum and Dad Make me Laugh | Jasper’s Beanstalk  *Nick Butterworth and Mick Inkpen*  The Enormous Turnip  Oliver’s Vegetables  *Vivian French* | The Very Hungry Caterpillar  *Eric Carle*  Dear Zoo  *Rod Campbell*  What the Ladybird Heard  *Julia Donaldson*  Farmer Duck  *Martin Waddell* | Rosie’s Walk  We’re Going on a Bear Hunt  *Michael Rosen*  Lost and Found  *Oliver Jeffers*  The Train Ride  *June Crebbin* |
| Goldilocks and the Three Bears  The Tiger Who Came to Tea | Cinderella  Tom Thumb | The Three Billy Goats Gruff  Jack and the Beanstalk | The Three Little Pigs  Chicken Licken | Noah’s Ark  Little Red Riding Hood | The Ugly Duckling  The Gingerbread Man |
| Hear and discriminate between sounds in their environment. Match sounds to instruments and other sound makers. Spot and suggest rhymes.  Count and clap syllables. Alliteration. Phase 1 activities from Letters and Sounds. Identifying the initial sound of words and objects. | | | | | |
| Understand Print has meaning.  Learn new vocab from books.  Talk about own favourite stories. | Name parts of a book e.g. cover, pages, Title, author etc. | Discuss characters from stories – what do we know about them? | Different purposes of print – e.g. leaflets, posters, recipes, books, stories, lists, labels, instructions etc. | Use nonfiction books / websites to find out facts about animals. | Where is the story set? What do you think it would be like to go there? How do you know? |
| Free mark making  Representing objects /words with marks.  Putting sentences together orally. | Help to compose sentences for adults to scribe.  Copies circles with crayons. | Help to compose sentences for adults to scribe.  Copying pre–writing patterns with good control. | Copying circles and crosses.  Begin to form recognisable letters.  First letter of name. | Understand writing has a purpose (e.g. to tell some something) – pretend play  Copying letters from their name | Write own name independently.  Begin to use letter correspondences in play e.g., m for mummy |

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| Maths | **Development Matters 2021**  Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes. | | | | | |
| **Early Maths**  Reciting numbers in order.  Number rhymes / songs  Subitise to 3  **Calendar and Time**  Visual timetable  Days of the week song  Date/month/season Yesterday / tomorrow | **Numbers within 3**  Count /order up to 3 objects. Conservation of numbers to 3  Marks representing numbers and numerals to 3  **Measures**  Compare objects by size and capacity. | **Shape and pattern**  Explore 2D / 3D shape - everyday language  Patterns –errors.  Repeating patterns. **Numbers within 5**  Count objects to 5.  Compare quantities Match numerals to objects. Conservation to 5. Solve problems. | **Problem solving**  Real life problems.  Using numbers in the environment  **Using shapes**  Mathematical names  Choosing appropriate shapes  Making new shapes with blocks | **Measures**  Compare objects by length and weight.  **Money**  Counting coins  Recognising coins 1p 2p 5p  Numbers within 10 | **Position and routes**  Everyday words to describe position.  Describing a route to others.  **Numbers beyond 5**  Recognition  Creating sets  Reciting beyond ten / twenty. |
| Books | One Lonely Fish  Mr. Tumbles Big Book of Counting | One Mole Digging a Hole  Ten Little Elves  Father Christmas Needs a Wee  Opposites | My Mum and Dad Make Me Laugh  Pants  Ten Little Robots  Animal Numbers | HOW TALL WAS A T-REX?  More Pants | Hairy Maclary - size  The Great Pet Sale – money/shopping | Rosie’s Walk  Where Oh Where is Rosie’s Chick? |

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| Understanding the world | **Development Matters 2021**  Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension. | | | | | |
|  | Exploring the Nursery environment.  Explore the school site  Talk about what they see.  Learn where things belong and tidy away using signs / shadows to help. Learn routines and use visual timetables.  Positive attitudes about difference – we are all unique.  Talk about their own preferences and favourites. | Recall important events in their own lives – birthdays / Christmas / bonfire night celebrations etc.  Positive attitudes to difference. We all celebrate different things in different ways.  Changing matter – cooking special celebration foods. | Talking about materials they see and investigate. What does it look like? Feel like? Etc.  Spotting patterns in nature.  Forces – magnetism.  Colours and light – naming colours – exploring mirrors reflections and shadows.  Transparent / opaque. | Care for the natural environment / naming plants trees / woodland animals and birds. Explore textures in nature etc leaves / bark / grass / sensory plants / edible things in the forest.  Natural materials and using them to make things – snapping twigs, creating shelters with leaves etc.  Growth / change and decay – forest floor. | Naming animals big and small – focus on farm animals How do they help us? What do we get from them?  How should we look after them?  Show an interest in occupations –farmer.  Growth of baby animals into adults – naming baby animals.  Research animals using books / websites.  Planting food crops – looking after plants | Explore how things work – cars – trains – kites – wind up toys, battery operated toys. Remote controlled cars etc. Bee bots.  Explore another country. How is it different?  Forces – boats on water / floating and sinking.  Changing matter – ice melting |
| RE  (New Scheme to be added September 2023) | Creation: God as Creator of all that they see around them. | God our Father Cares for Us  Remembrance  Advent – Getting Ready  Christmas | Baptism – My Name  God’s Family | Lent  Holy Week | Easter  Pentecost | Special Celebrations |
| RHE  Ten:Ten | **Created and Loved by God**  Unit 1: Religious Understanding  Unit 2: Me, My Body, My Health  Unit 3: Emotional Well-Being  Unit 4: Life Cycles | | **Created to Love Others**  Unit 1: Religious Understanding  Unit 2: Personal Relationships  Unit 3: Keeping Safe | | **Created to live in Community.**  Unit 1: Religious Understanding  Unit 2: Living in the Wider World | |

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| Expressive Art and Design | **Development Matters 2021**  The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops. | | | | | |
|  | Pretend play – home area – grocers shop – from within their own experience.  Small world dolls house play / cars / road mats / buildings.  Drawing people –themselves -own family.  Representing emotions in faces | Pretend play – re-enacting celebrations. Making cards to celebrate in own choice times – Resources which support cultural festivals in home area.  Rangoli patterns Mendhi patterns  Learning songs for festivals. | Learn to join materials in different ways in order to create pictures and models with different types of material.  Free choice explorations of colour, texture, and size when creating.  Colour mixing | Building with natural materials.  Making dens and shelters for the forest.  Creating artwork in permanent or temporary form using natural materials.  Invite someone in to do “natural art” with the children | Drawing objects by using lines and enclosing spaces.  Drawing animals, farm equipment etc.  Sing the pitch of a tune matched to another person’s singing with animal songs that are new. | Drawing representations of places, they would like to visit.  Represent emotions in their work.  Playing instruments and using them to represent sounds such as cars, trains, planes etc. |